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Volume 126 OCTOBER, 1943 Number 7

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AS WE GO TO PRESS

We were tempted to start that caption with "If" instead of "As," but our printer might take it amiss, as if we blamed him for delays and what have you. The truth is that he can't do the impossible, any more than you or I. And the help shortage in the printing industry is one of those unintentional blows at a free press that only editors seem to worry much about. Paper quotas are another item in the same category. More than a written guarantee in the Constitution appears to be necessary to safeguard freedom of the press in an upset time like this—when, by the way, there is utmost need for unfettered expression and the development of sound opinion through the printed word.

Another trouble with the proposed "If" was, of course, that the arrival of the magazine on any reader's desk would be convincing evidence that it had not only gone to press but had persisted through that all-important machine and come out on the other side, all sprinkled with magic signs called letters, which, to the initiated, spell out thoughts.

▼

We believe, by the way, that the thoughts in this issue are just as pertinent and as attractively garbed as those in our September issue, which brought us many favorable reactions. You will specially want to read the opener in Frank Rich's searching series on "What Are Good Schools?" You will appreciate the wisdom in that plan for a "Humanity Chest" advanced by an author and an educator, both well known to you. Don't overlook Lewis Chrisman's inspiring paper on "Teaching Grammar Through Literature." While we can't meet Chrisman in the classroom—a student once told us no other professor had so deeply influenced his thinking—we can follow him in print.

▼

But why not let the issue speak for itself? May we, however, give you one brief hint of something that is coming next month? It's a stirring article by Kenneth I. Brown, President of Dennison University. He modestly names it "Three Notes on Post-War Education." "Notes" they are indeed, for entry in one's mental notebook.

▼

We have one request to make in one final sentence. Pass your copy of the Journal around to as many of your fellow school folk as possible.

And thanks for listening.

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. . . TEXTBOOK TOPICS

Education in War or Peace Seeks Aid of Textbooks

B. R. BUCKINGHAM

Although, broadly speaking, professional literature in education disregards the textbook, it is nevertheless to be observed that, whenever education is in a jam, it yells for the textbook. Whenever somebody wants to put over a new program, he complains that "there is no material." If an urgent political or military policy is contemplated, either in this country or in any other country—a policy which demands new purposes and new emphases in education—textbooks suddenly become indispensable. If an agency, sinister or beneficent, seeks to control the schools or to redirect any aspects of their teaching, such an agency instantly becomes textbook conscious.

Consider, for example, the re-examination of American education since the United States entered World War II. Never has there been such feverish activity in the writing, revising, and publishing of textbook materials. From the child at his desk in the elementary school to the doughboy on a stump in active service, the cry is for books and yet more books—for new and different kinds of books—for books with invigorating ideas—for books accurately aimed at sharpened objectives—for books to put a cutting edge upon instruments dulled by disuse—for books to make up for the consequences of misspent childhood.

Consider, too, the ambitious proposals which are being made to re-educate Germany. See, for example, Julian Huxley's article in FRONTIERS OF DEMOCRACY for May 15, 1943, entitled "German Education and Re-Education." Huxley wants the appointment of a commission to steer its way "between undue tolerance on the one hand and self-defeating repression or propaganda on the other." Then he hastily turns to the problem of books. He doesn't want a vindictive "Burning of the Books," he says, but he is quite sure that "Nazi textbooks must go." He would even make this requirement a part of the armistice terms in order, as he says, "to avoid saddling the commission with too much invidious responsibility." On the positive side, he has this to say: "If the Nazi textbooks are to disappear, we must have something to put in their place. The new books must be written and ready before the end of the war. A satisfactory plan would be to entrust a group of men and women of different nationalities with the job of preparing a whole series of textbooks for use in Europe as a whole."

This is indeed a grandiose scheme. How important and inevitable Huxley thinks the "right" textbooks are is apparent in spite of his notion that modern methods of teaching have reduced the importance of textbooks and raised the importance of teachers. One may question quite seriously the offhand assumption on Huxley's part that modern methods really *have* reduced the role of the textbook. All that is interesting in this connection is that, in spite of his thinking so, he nevertheless proposes this vast international textbook plan.

The point is that Huxley, like other planners and reformers, is compelled to recognize that the permanence and unvarying character of the textbook —its reliability and availability—are something that you just can't dispense with when you have an educational program in mind.

SOCIAL STUDIES

Personal Problems And Morale

This timely book, "Personal Problems and Morale", attempts to guide the student in making a definite plan for his life, and to help him to understand what causes life's problems, to see himself as others see him, and to make improvement. There are units on wants, feelings, abilities, becoming an adult, morale, the war effort, and other topics.

The unit on "The Opposite Sex" treats high school dating—gives sound but not preachy advice—and also deals with marriage and its relation to the high school boy or girl. Case histories of home life are included.

PERSONAL PROBLEMS AND MORALE by John B. Geisel. Houghton Mifflin Company, Boston. $1.50.

America at Work

This three-book social studies series, "America at Work," is intended for use in the upper elementary or junior high grades. Although its immediate purpose is to portray certain machines and processes, their origins, histories and present-day uses—it offers indirect vocational guidance to the pupil. Such subjects are treated as: Machines on the Farm; Glassmaking; Steel Smelters and Furnaces and Sheet Rolling; Steam Engines and Coal; Motors and Oil and Electric Motors. The student should find the series fascinating reading, and the teacher too will undoubtedly be intrigued by these delvings into the "how of things ordinarily taken for granted.

AMERICA AT WORK, by Marshall Dunn and Lloyd N. Morrissett. World Book Company, Yonkers 5, N. Y.

Machines for America, 80 cents
Power for America, 80 cents
Wings for America, $1.00

Consumer Training

A comprehensive and easily understood course at secondary level becomes available in E. W. Heil's "Consumer Training." It explains the economic function and place of the individual purchaser and the difficulties which he faces in procuring goods that represent full value for his money. Foods, clothing, shelter and even recreation and cosmetics are discussed and the principles of wise selection are set forth. In fact the whole problem of handling the individual's or family's pocketbook is considered. The author succeeds in making this study a challenge to what in many instances should prove a lifelong interest and a sort of indoor sport.

CONSUMER TRAINING by E. W. Heil. The Macmillan Co., New York. $2.72.

AND REVIEWS . . .

Consumer Education

Numerous authorities on this comparatively new science of economic consumption combine in summing up the why and how of consumer education. Obviously both children and adults need to learn the principles of managing the financial aspects of their lives. The task of teaching them can be performed by various agencies and in various subject areas of instruction. Hence the book contains sections on business courses, home economics, science and mathematics as suitable avenues of approach. The whole underlying philosophy, aim and method is amply covered. This is a book for educational planners and faculties rather than a text for pupils.

CONSUMER EDUCATION, edited by James E. Mendenhall and Henry Harap. D. Appleton-Century Co., New York. $2.50.

Newspaper Discrimination

How to make best use of newspapers in social science and English classes, and at the same time train up a generation of discriminating readers, is the problem faced squarely and constructively in a noteworthy pamphlet styled "Newspaper Discrimination," by Edgar Dale and Verna Spicer. Modestly claiming to be but "an annotated bibliography," the document really gives the gist of about fifty articles that have appeared in educational journals and elsewhere.

NEWSPAPER DISCRIMINATION by Edgar Dale and Verna Spicer. Bureau of Educational Research, Ohio State University, Columbus. 25 cents.

EDUCATION

Teaching the Child To Read

In the compact volume called "Teaching the Child to Read," the authors undertake to bring together into a practical, consistent teaching plan the bewildering mass of materials that the overworked researchers in this field have produced. The results appear to bear out the book's purpose. It is indeed easy to read and comprehend, even by those of us who arrived too late to take advantage of all the modern improvements described in this book. In the single matter of how and how far to employ phonics in teaching young children to identify printed words, some bewilderment is still reflected in this as in all other texts that we have seen. Which is the greater "nonsense"—memorizing the forty odd sounds represented by twenty-six leters, or memorizing hundreds and thousands of different words as so many arbitrary and distinct symbols as one does in learning Chinese? Evidently various methods need to be employed in combination until each child, in his own sweet way, finally "catches on and becomes a reader."

TEACHING THE CHILD TO READ by Guy L. and Eva Bond. The Macmillan Co., New York. $3.00.

General Education in the American High School

All are familiar with the trends and circumstances that necessitate a reshaping of high school objectives—and with the slowness of many high schools in altering their procedures accordingly. The new volume, "General Education in the American High School" is a committee report, unusually well organized and helpfully written for such a document; a report that deals with education of the whole personality of all sorts of young citizens for meeting their social, individual and economic needs in these modern and, at present, greatly upset times. Here one finds the essential goals defined and discussed, together with many concrete examples of schools that are endeavoring to do their full duty by their patrons. The book is far from arbitrary or didactic. On the other hand it is replete with thought-stirring statements and suggestions such as every one directly concerned with the operation of a high school should welcome.

GENERAL EDUCATION IN THE AMERICAN HIGH SCHOOL by a Committee of the North Central Association of Colleges and Secondary Schools. Scott, Foresman and Co., Chicago. $2.25.

An American Philosophy Of Education

"A philosophy of education is, necessarily, first cousin to a philosophy of life." This topic sentence of the final paragraph of the concluding section of the present volume gives a clue to the essential significance of the work. It is "a philosophy of American education," stressing especially the foundations in life which must underlie any serious effort to think constructively about educational aims and values.

The editor and chief author of the book is the Dean of the University of New Mexico. Eleven different authors are represented. The result is a very distinctive contribution to educational literature. The two most outstanding characteristics of the work are the broad scope of its material and its exceptional human interest. In the preface, which bears the caption, "Introductory—To the Young Teacher" is to be found a quotation from Harold Rugg which states that the professor of education must 'become a student of the deep-lying forces of American culture.' The thesis of this book is that the classroom teacher should also be familiar with these forces. The result is a delightful, stimulating, and richly informing volume.

FOUNDATIONS OF AN AMERICAN PHILOSOPHY OF EDUCATION by Jay C. Knode and Associates. D. Van Nostrand Company, Inc., New York. $3.25.

Speech in Education

Correction of defects, improvement of speech habits, and what the author terms "applied speech" make up the subject matter of "Speech in Education," by Ollie Backus. It is a text for teachers in the elementary or secondary school, and its purpose is to provide them with the knowledge they require either to bring out the best speech possibilities of each normally constituted pupil, or to cooperate intelligently with specialists in dealing with abnormal cases. It is not a treatise on public speaking, but is concerned with the techniques of a correct use of the speech mechanism. Public speakers are by no means barred from studying its illuminating pages. Some of them should.

SPEECH IN EDUCATION by Ollie L. Backus. Longmans, Green and Co., New York. $2.75

A First Course In Education

The title, "A First Course in Education," pretty well defines the purpose of this book, a revision of an

earlier work. There are also some incidental purposes, such as that of helping a student to decide whether he wishes to enter the teaching profession at all, or what his particular niche might be in educational work. Another purpose is to inform any interested citizen what modern education is trying to do and how it goes about the business. The mere statement of these incidental aims will serve to suggest that the book is not too technical or difficult. It does appear to give an excellent orientation for the beginner in educational study. While not in any sense a history of education, it brings out enough of the background to provide needful perspective. It deals with such matters as: Education and American Democracy, Organization and Administration of the Schools, The Pupils and the Educative Process, The Materials of Instruction, Education as a Profession, and Methods of Studying Educational Problems.

A workbook is available for the new edition.

A FIRST COURSE IN EDUCATION by Ward G. Reeder. The Macmillan Company, New York. $3.50.

ENGLISH

Here and There With Henry

Henry finds excitement in the very first chapter of this new second reader, "Here and There with Henry;" for Henry's father comes home from work with the news that a new road is going through in front of their house. The children make themselves a cold drink stand and from this vantage point they are able to see all the goings-on, besides making a bit of money! Henry and his family and friends progress from this to other adventures, all thrilling to a second-grader. They learn how molasses and cider are made; how the cave-men lived; all about Hallowe'en pranks. They go on picnics and wienie roasts and find jobs for themselves and learn how to make their own little playhouses. All this in a nicely illustrated, attractively bound little book with a carefully selected and graded vocabulary.

HERE AND THERE WITH HENRY by James S. Tippett. World Book Company, Yonkers 5, New York. $1.00.

Actual Business English

The new text, "Actual Business English" contains an abundance of examples of letters, advertisements and reports actually employed by modern firms to facilitate their daily transactions. But models are set for emulation rather than imitation, and the many assignments for practice are what most contribute to the book's effectiveness. The volume contains a complete review of grammar and the essential principles of composition and should make excellent equipment for the students in a business course. Motivation is good; standards are high; and explanations seem unusually clear.

ACTUAL BUSINESS ENGLISH by P. H. Deffendall. The Macmillan Company, New York. $1.84.

Literature and Life in America

How American literature grew up, and how that literature at its best reflects the life and ideals of the nation and its people—these are matters to be learned from "Literature and Life in America," by Miles and Pooley, now appearing in its second revision. This new edition was motivated by the need for a clearer understanding by American young people of the nature and implications of the rights, privileges and way of life we enjoy here in the United States. This text proceeds by epochs in their chronological order. Its historical introductions to each chapter are succinct and interesting. A particularly fine job has been done in selecting representative writings of the recent period including the present world war crisis.

LITERATURE AND LIFE IN AMERICA by Dudley Miles and Robert C. Pooley. Scott, Foresman and Co., Chicago. $2.12.

Famous Authors

If you know any boys or girls who enjoy reading or in whom you wish to arouse an interest in good reading you will make no mistake in exposing them to "Famous Authors for Boys and Girls". There are presented here by Ramon P. Coffman and Nathan G. Goodman, highlights from the lives of nineteen of the world's most famous and beloved authors. Many of their adventures and accomplishments are related. The style is conversational and should prove attractive to the young reader. The stories should leave with him glowing pictures of these authors and the times in which they lived.

FAMOUS AUTHORS FOR BOYS AND GIRLS by Ramon Peyton Coffman and Nathan G. Goodman. A. S. Barnes & Company, New York. $2.00.

New Highways in College Composition

The typical course in college composition has developed in such a way as to necessitate under most circumstances the student's purchasing a small library. We have here, nevertheless, a text which combines three books in one. *New Highways in College Composition*, which is a revision of *Highways in College Composition*, first published in 1930, contains a Rhetoric, a Handbook, and a Reader. Each chapter in *The Rhetoric* and *The Reader* is followed by a "Work Program."

All that is needed in a well-coordinated course in college composition is to be found in this volume. The material is scholarly and practical, and especially readable. The surprising aspect of the book is that so much good material can be placed within the covers of one volume without making it in any way cumbersome or unattractive.

NEW HIGHWAYS IN COLLEGE COMPOSITION by Homer A. Watt, Oscar Cargill and William Charvat. Prentice-Hall, Inc., New York. $3.25.

New Declamations

Yes, the time has arrived for a volume of "New Declamations," and the dearth of such modernized collections may have been one reason why oratory and public speaking waned in popularity. At any rate, here is a book that is well supplied with fresh material on timely topics. The contents are arranged by themes, ranging from War and Peace to Social Security and Individualism. There is a valuable introduction giving hints on the selection of a declamation, on memorization and on delivery. Many a contest will be won by speeches in this book. Better still, many a young person will gain experience in an important art related to successful leadership in a freely speaking democracy.

NEW DECLAMATIONS by Lester C. Boone. Noble and Noble, Publishers, Inc., New York. $2.50.

Editorials

For a Moral Peace

The religious forces of the United States have long presented so much the appearance of a divided front that the public has largely lost sight of the fact that all who reverently worship God are bound together in at least one important respect, namely, their adherence to certain moral principles. There has been more recognition of this common ground of late by our spiritual leaders, and representatives of many differing faiths have held conferences and have concurred on minimum platforms.

Now comes heartening news. Some hundred and forty-four of our best known religious leaders, about equally distributed among Protestants, Catholics and Jews, have unitedly affirmed seven moral principles which, in their solemn judgment, should govern the peace that is to follow victory. It is indeed a pleasure to present this statement and to urge that it be studied, publicized, and translated into action. Here are the seven principals:—

1. *The moral law must govern world order.* The organization of a just peace depends upon practical recognition of the fact that not only individuals but nations, states, and international society are subject to the sovereignty of God and to the moral law which comes from God.
2. *The rights of the individual must be assured.* The dignity of the human person as the image of God must be set forth in all its essential implications in an international declaration of rights, and be vindicated by the positive action of national governments and international organization. States as well as individuals must repudiate racial, religious, or other discrimination in violation of those rights.
3. *The rights of oppressed, weak or colonial peoples must be protected.* The rights of all peoples, large and small, subject to the good of the organized world community, must be safeguarded within the framework of collective security. The progress of undeveloped, colonial, or oppressed peoples toward political rseponsibility must be the object of international concern.
4. *The rights of minorities must be secured.* National governments and international organization must respect and guarantee the rights of ethnic, religious, and cultural minorities to economic livelihood, to equal opportunity for educational and cultural development, and to political equality.
5. *International institutions to maintain peace with justice must be organized.* An enduring peace requires the organization of international institutions which will (a) develop a body of international law (b) guarantee the faithful fulfilment of international obligations, and revise them when necessary (c) assure collective security by drastic limitation and continuing control of armaments, compulsory arbitration and adjudication of controversies, and the use when necessary of adequate sanctions to enforce the law.
6. *International economic cooperation must be developed.* International economic collaboration to assist all states to provide an adequate standard of living for their citizens must replace the present economic monopoly and exploitation of natural resources by privileged groups and states.
7. *A just social order within each state must be achieved.* Since the harmony and well-being of the world community are intimately bound up with the internal equilibrium and social order of the individual states, steps must be taken to provide for the security of the family, the collaboration of all groups and classes in the interest of the common good, a standard of living adequate for self-development and family life, decent conditions of work, and participation by labor in decisions affecting its welfare.

Why Postage-Free?

To the ordinary citizen and taxpayer, endlessly urged to avoid waste, be patient over shortages and cheerfully sustain the government's vast program of expenditures, few things are more irritating than to see the agencies of government itself use money and materials wastefully.

One form of wastefulness of the people's money and supplies occurs in the prodigious mailings of printed matter from government bureaus. Every working day thousands of editors, business executives and

clerks wade through page after page of typed material to see if any small portion deserves their attention. Most of this material arrives in large envelopes of heavier, costlier quality than so called "Big Business" feels it can afford. Often as not one of these thick, kraft envelopes nearly a foot square will contain only a single sheet of mimeographed paper—and the whole thing will go to join similar documents in the nearest wastebasket.

A simple way to check this flood is proposed in a bill now in Congress (the Burch Bill, H. R. 2001). The plan is to abolish the free postage privileges now enjoyed by all branches of the government. By making each department and agency pay the postage on all its mail matter, the sponsors of the measure hope to cause a reduction in the quantities dispatched. Expanding by leaps and bounds during the past ten years, this postage-free material now makes up ten per cent of all mail delivered by the postal system. Its presence accounts for annual deficits in the postoffice department. These deficits, in turn, prevent a much desired lowering of postage rates for private users of the mails. In fact there is danger that existing rates will be raised. Limitation of the franking privilege should help to prevent that imposition.

Alliance? No, Thanks!

As between "Globalogny" and "Anglobologny," we prefer the former. It is true that the United States has fought shoulder to shoulder with Great Britain in two world wars and it is equally true that we would do this again under similar circumstances. It has therefore seemed to some very prominent persons, including Winston Churchill, that the best possible course for the two nations is to form an alliance by treaty. This would serve notice upon the world that Britain's enemies will be treated as enemies of the United States, and vice versa.

There are two main dangers in that proposition. The first is the danger of seeming to look for future trouble. Why spread the impression that Britain and America have permanently joined hands to oppose whatever other combination of powers may happen to be formed? Why create an alliance which would also be construed as a defiance?

The second danger stems from the nature of the American mind. Suppose, for example, that this country had been tied to Great Britain at the time Poland was invaded by the Germans. The United States would have been dragged into the conflict by the heels. Unity of thought and action can be secured here only when a conviction sweeps the country that the occasion calls for war and nothing else.

Does this mean that the United States will always arrive late at the fighting front of any future war? Let us hope this is not to be the case. Fortunately a conviction is gaining strength among our people that some sort of agreement must be reached for the establishment of international law and its enforcement through an effective police force. These institutions should be supported not by two but by all peacefully disposed governments throughout the world.

A bipartite alliance would but evoke prejudice abroad and discord between the treaty-bound peoples themselves.

Schools and the Local Press

One of the greatest aids a local school system can have is that of the community newspaper or newspapers. The average editor, while intent upon commercial success, also has a high sense of civic responsibility. He believes in the importance of education and is ready to do all he can to improve the schools. He realizes that they are often in danger of exploitation by politicians for their own ends, which are always detrimental to the boys and girls. Naturally what an editor wants is news. And because so many people are interested in the schools he will gladly print any reasonable amount of material reaching him from school sources. He thus helps to create a better understanding of the schools by the citizens, provided the right material is put at his disposal.

Situations occasionally arise in schools that lend themselves to sensational treatment by the press. Such an occasion is a school strike, some bigger than usual disciplinary problem such as an out-lawed secret society or pupils' publication. At such a time the usually friendly editor may come out with headlines and reports that cause unwarranted distrust of the school authorities. Such stories spread to surrounding towns and hurt the reputation of a school system which in nearly all respects may be doing an excellent job. And to think ill of a community's schools is to disparage that community also. It is a good plan for persons interested in the schools and having full knowledge of what goes on in them, to give the editor all the facts and enlist his cooperation in presenting them so as not to work needless injury to the schools or to the citizens as a group.

However—if there is any one thing an editor resents, it is an effort to suppress the facts. He firmly believes that untrammeled printing of the news is a patriotic duty. He believes that exposure of an evil may lead to its cure, while suppression may merely let it continue to fester.

Editors of your local press are people worth learning to work with. Their ideals frequently exceed their courage or their capacity to print. But most of them will go a long way with the schools in assisting them to better functioning.

WHAT ARE GOOD SCHOOLS?

First in a series of articles

FRANK M. RICH
Principal, School No. 2
Paterson, New Jersey

WHEN schools are poor, whose duty is it to see that they are improved? Everybody's! When schools are good, whose duty is it to see that their merits are understood, advertised and emulated? Again, everybody's. Since competition is a healthy factor in progress, there is reason for welcoming the three types of schools —public, private and parochial— in any locality that can support them. The better both their faults and their virtues are proclaimed and the keener the competition for patronage, the better it will be for the youngsters. Progress in education, as in commerce and industry, depends upon an enlightened and discriminating public, who know what good value is, and who insist on having it.

The supper table may rock with amusement at description of Miss So-and-so's absurdities, or the back fence may sway with indignation at Mr. What's-his-name's harshness, but if the fact never gets back to change the prevailing nature of the teacher's broadcast, the patrons do not make their influence felt.

Parents and citizens have a great deal of money, work and thought invested in the schools. They have still more invested in the children. School attendance, in some families represents heroic sacrifice, —the biggest, indeed the only investment the parents are able to make for the future advancement of themselves and their children. How can they leave anything so vital to mere hope or chance, knowing that in Class X the work will be efficient, inspiring, upbuilding, and in Class Y, just the reverse? Why should they leave it so entirely to the fancy of petty job seekers and politicians, to give as much or as little service as they choose to give, without adequate appraisal of value rendered? There is no alibi. I owe it to my family, my community, and my religion to know what good schools really are, to find out how well my schools meet the standard, and then to give hearty moral and financial support to every movement which bids fair to make them better.

Obviously a teacher's work can not be measured with the definiteness of a cord of wood or a pound of butter. But can it not be estimated somewhat as an expert judges the value of a square mile of standing timber, or the probable butter production of a herd of dairy cows?

A school system is a partnership that cannot afford to have any silent partners. If the administration and teaching force are too far in advance of the demands of patrons, they are casting their pearls before swine. As a matter of fact, however, the history of great advances in school improvement is largely the story of innovations forced into the work by interested outsiders, against the opposition of the old guard. One outsider, Rousseau, "author of the French Revolution", was also the author of an educational revolution. His arguments produced little apparent results on the practical teachers of his time, but another outsider, Pestalozzi, was so infused with the need and the opportunity, that he devoted his life to giving Rousseau's principles practical application. His pupil again was an outsider, Froebel, the forester, who carried still further his master's vision of an education based upon the pursuits of real life. Since then, practically every new feature that has come in to enrich and make practical the modern curriculum — kindergartens, art, manual training, domestic science, physical training, the abolition of corporal punishment, the education of the blind, the extra-curricular activities of scouts, Red Cross, achievement bureaus and 4-H clubs have all come into the schools, in the first place, through the pressure of persons outside the teaching profession. There are scattered instances in every office where employees think and scheme and work to give constantly improving service, but in the school system, as in the courts, the police department, the various government offices, yes, even the churches, it is hard to imagine professional workers rising above a simple, easy routine that will satisfy patrons, and setting a high pace of effort and efficiency without some pressure and competition from outside. In a democracy like ours, the wide gulf between what schools are and what they ought to be, can only be bridged by a deep popular understanding of what good schools are, strand by strand, and rivet by rivet, in respect to discipline, spirit, moral training, time saving, mathematics, literature, and the other subjects, and what the experts have to say as to how these ideals have been attained by good supervision, organization and administration.

In attempting to work out a common agreement as to what a school or school system ought to

do, it may be worth while to consider what real learning is, in contrast with certain routine and ceremony that passes for learning but fails to arrive. Sometimes a conscientious worker suddenly awakes to the realization that some well-meant practice has missed the mark entirely so far as any real learning or improvement is concerned.

A superintendent in a New York orphan asylum taught a thousand lessons without getting anything across. He placed one of his children, a 13-year-old girl that had been in his charge since she was three. Soon the complaint came back that the girl was very untidy about her person. She would not take a bath unless compelled to do so. The superintendent felt that, of all things, this at least had been well taught. It was an invariable rule of the institution for all inmates to bathe twice a week. The girl had therefore taken 100 baths a year, 1000 baths in all. One thousand lessons and nothing learned! A little reflection, however, convinced the superintendent that psychologically the child had never taken a bath. Education in the habit of bathing, he discovered, depended first of all on a developed feeling for the need of a bath, then practice in choosing a suitable time and place to perform the operation; last, the final application of soap and water. This last detail was the only one into which the poor child had ever been initiated. Except for the accidental check-up, how easily the superintendent might have continued his twice-a-week-bath edict for ten years more or fifty, confident that he was doing his full duty by this detail of training. How easily the rest of us continue corresponding educational ritual without taking pains to find out whether our drill ceremonies really function, or whether they are orphan's baths.

Is there an inner basis of learning upon which all genuine learning rests, whether it is a child learning to master the Palmer alphabet in writing, or a board learning the right way to handle the married teacher problem?

What is learning? A laboratory experiment that is rather convincing, can be made with a couple of pullets in the poultry yard. Shut off one part of the yard with a wire partition, with an open gateway in the middle. Put a couple of folding screens of wire netting around the gateway in such a way that the fowl can pass from the enclosure to the main yard when it has learned to make the different turns in the right direction, but will be a prisoner till this bit of knowledge or skill has been mastered. The object is to find out how long it will take the creature to learn the lesson under two different conditions. At feeding time, place one pullet in the enclosure, and scatter corn for its mates in the main yard. The pullet will begin in great anxiety to push through, fly over, crawl under, and wander here and there. Eventually the pullet will hit upon the right combination of turns, more by accident than intention, and join the feast. Repeat the experiment at the next feeding and the pullet will probably escape with a little less wandering and commotion. Continue and in a short time the pullet will make its way out with no preliminary wandering whatever. The chicken has learned the lesson.

Now for comparison, take a similar pullet and the same apparatus, but this time instead of letting the fowl spend time wandering about to find the passage for itself, lead it out by a little harness and cord, gently, in the right direction. Avoid letting it make mistakes. Lead it out as many times as you wish; then remove the harness and let the chicken try things for itself. How much will the bird have learned by following the string?

Your own common sense has already told you the answer. Nothing at all, unless it be contentment to stop fluttering and let some one else lead. Only the moment the learner begins to use his own head does he begin to make progress with the lesson. The same is true of all sorts of routine ruts and rituals through which pupils, teachers, administrators, directors and patrons are shunted by courses, commands, rules, laws and traditions for which they feel no need, which they had no part in making and have no choice but to follow.

Mistakes are a part of any experiment and essential to progress, hence good and necessary, providing the one who makes them is responsible for them and feels their effect.

Does this mean that every skill and every virtue must be presented to the learner and mastered by personal experience, bitter and sweet? If we insist upon genuine mastery, yes. If a lesson is important enough to be mastered, it must be taught on the stimulus-response basis.

By keeping this principle of learning in mind, we shall find it comparatively easy to measure what we find in any school system. We shall not be deceived by any mere marionette show, however clever and pretty. We shall judge whether conditions are such that each individual is facing his own problems, eagerly striving for a solution, seeking guidance, of course, but at every turn feeling the effects of his own triumphs and failures, and so forming part of a live, growing, developing organization.

This introductory article will be followed next month by one on "What Is Good Order" by the same author. Answers to other pivotal questions are in preparation for succeeding months.

SUGGESTING A "HUMANITY CHEST"

DOROTHY CANFIELD FISHER
CAROLINE S. WOODRUFF

In 1940, a Children's Crusade, hastily organized among the schools of the United States, raised the substantial sum of $140,000 for the relief of children of other lands who were victims of war's ruthlessness and havoc. Two members of the national committee which conducted that emergency effort were Mrs. Dorothy Canfield Fisher, the well-known author, and Dr. Caroline S. Woodruff, another Vermont resident who needs no introduction to educators. As an outgrowth of experience with the Children's Crusade, Mrs. Fisher now proposes a more permanent and more inclusive arrangement to be known as a "Humanity Chest," which shall serve as a focal point and medium of distribution for a philanthropic fund to be given by America's children in the schools. The project would be administered by a local committee of adults in each school community and would operate without overhead expense of any sort, according to Mrs. Fisher's plan, which Miss Woodruff heartily commends. The children of each school would be given a voice in the allocation of their gift.

The proposed set-up of the Humanity Chest was fully outlined by Mrs. Fisher in *Educational Method* of February, 1943, and any person desirous of taking an active part in the program will do well to procure a copy of that issue.

The following excerpts from Mrs. Fisher's article are presented, because they give some of the main reasons for the Humanity Chest movement.

WE ARE in the midst of perhaps the greatest crisis in the history of the human race when, as never before, a savage direct attack is being made on that conception of human interdependence, on the ideal of decent fair play for the whole of the human race, in which our civilization is based. We must arouse ourselves as never before to defend that conception, that ideal. There is no better way to defend an ideal than *to train our younger generation to serve it.* It is idle to try to inculcate an ideal without offering an *outlet in action* which actually serves the ideal.

The recognition of the moral responsibility of those who have more than they need for sharing with others who have not enough, is an increasingly important element for the stability of our society. The increasing welfare work done by American communities is a proof that Americans know this is a necessary element in good citizenship. Children can be prepared to carry on this work in their adult years, only if they have, in youth, learned the seed-habits which will grow and flower into the fruit-habit of taking for granted the duty of sharing with others.

This sort of activity in our schools is a vital part of modern *education*, and should not be under the control of any organization large or small not primarily interested in education. *Their own teachers and parents,* who have the education of our youth personally and professionally at heart, *are the natural directors* of the effort to make children aware — in the degree suitable to their age and circumstances — of the existence of need in the world, and the moral responsibility to help of those who can.

The pressure on our schools from welfare organizations is already so great that the situation is painful, and will certainly become greater, and there is now no way of utilizing for our schools and teachers the potential value of contacts with the many fine groups of Americans, working as volunteers in the battle for human betterment, and at the same time protecting our schools from what really amounts to interference from organizations existing primarily for the relief of need, not for the education of youth.

Far-sighted educational leaders are well aware of the considerations cited in the foregoing paragraph, and hence, occasionally, in the case of an especially fine welfare organization with especially significant American personalities in charge, a superintendent is moved to allow a welfare campaign to be carried on in a school sys-

tem. This puts him at once in the difficult position of having to find an explanation for refusing to allow another one to do the same.

The existence of a responsible Teacher and Parent Committee would remove pressure from all sources, to carry on campaigns in the schools. No group would be refused a hearing; hence there would be no friction between school authorities and American leaders in other fields. Each application would receive identically the same courteous treatment: "Our Humanity Chest Committee will be glad to read your material, talk with your representatives, see what use can be made of your presentation of your case, in the course of the school year."

Great material good would be accomplished, for, by putting together in one fund all money contributed by our younger generation, a sum could be raised each year, large enough to make an appreciable improvement in any situation where it was spent.

Great spiritual good would be accomplished, both to those in distress, and to those giving help.

Public attention would be focused in the most favorable way on our school system, for, if carried out widely, the movement would be memorable, and the annual announcement of the use made of the money would become an important news item in the United States.

It would give occasion for public rejoicing — fetes, celebrations, marching to the bank with a Guard of Honor, with flags, with the school band playing, newspaper reporters on hand to spread their descriptions widely — and not because someone in the school had beaten somebody else in a contest, but because all together, American children had done something for their nation to be proud of.

It would bring our teachers and other school officials into closer contact with parents of the students, not in the social vacuum of a "meeting," nor on the prickly ground of personal encounters over some individual student; but in that field where human beings most frequently are able to secure real comradely good feeling — in carrying on an effort in common, in working together for a noble purpose.

TEACHING GRAMMAR THROUGH LITERATURE

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SINCE there are those who at the mere mention of any association of a subject so ethereal as literature with one so mundane as grammar immediately begin to paw the air, froth at the mouth, and breathe threatenings and slaughter, it behooves one discussing such a theme to state with promptness and clarity the essential harmlessness of his purpose. Therefore, I make haste to say that I am not advocating the parsing of *In Memoriam* or the diagramming of *The Ring and The Book*. The thesis of this article is that now and then certain passages from literature can be employed to elucidate for the student some of the more subtle points in grammar and impress them upon him. I have personally found this device helpful in the vitalizing of the teaching of technical English. The following examples are illustrative of many others that can be utilized in somewhat the same way:

I. Even in a class of literature a little grammar once in awhile does not do any damage. In fact there are lines of poetry which can not be understood without some attention to grammatical problems. An illustration of this is the famous stanza from Gray's "Elegy Written in a Country Churchyard", which General Wolfe quoted the night before the capture of Quebec:

"The boast of heraldry, the pomp
of power,
And all that beauty, all that
wealth e'er gave,
Awaits alike the inevitable hour:
The paths of glory lead but to the
grave."

The fourth line is as clear as it is impressive, but the first three present a problem This can be approached by asking the class a question concerning the subject of the verb "awaits". Almost invariably a wrong answer is given. Occasionally a student with little knowledge of grammar will reply that it is "heraldry" or "power" or both of them. But this is very seldom. Yet it is decidedly infrequent that even the good student gives a correct answer at the outset. As a rule, the teacher is erroneously informed that the verb has four subjects, "pomp" and "power" in the first line and the two clauses in the second. Then is the time for the teacher to point to the fact that "awaits" is singular. This invariably produces interest and activity, and soon some member of the class sees that the subject is "hour".

Here is a case in which the exact meaning can not be understood without at least a slight knowledge of grammar. It is not the boast of heraldry and the pomp of power which are awaiting the inevitable hour of death, but rather it is awaiting them. The confusion is the result of the inverted order of the sentence which, frequent as it

is in poetry, usually causes no perplexity. Of this there are numerous illustrations. Another line in the same poem begins with an adverb: "Now fades the glimmering landscape on the sight." Tennyson puts the verb first in the following:

"Rose a nurse of ninety years,
Took his child upon her knee."

In another instance he puts the direct object before both the verb and the subject:

"Me only cruel immortality
Consumes."

The helping of a student to work out a passage like the famous stanza from the Elegy not only tends to make him more sure-footed in his literary interpretations but also develops his insight into the laws of grammar.

II. In Browning's "My Last Duchess" there is a passage which brings the reader into contact with a clean-cut point of grammar. It is within parentheses and reads:

"Since none puts by
The curtain I have drawn for you *but I*."

This clause was first called to my attention as a problem in grammar by one of those dogmatically bright students. While I was reading the poem, she interrupted me with the remark that Browning had made a bad mistake in grammar because the last two words of the line should read "but me" instead of "but I". It cannot be denied that in cases in which "but" is used with the force of except, it is generally regarded as a preposition and should be followed by the accusative. It can, nevertheless, be readily seen that the thought which Browning puts into the mind of the Duke is that nobody else draws the curtain, "but I draw it". At the worst this could hardly be regarded as a serious error. Grammar is a division of logic, and the idea expressed is entirely logical.

It must not for a moment be thought that Browning's form of expression here is outside of the lines of the traditions of English usage. One of the best-known passages illustrating this is from Mrs. Hemans' once-familiar "Casabianca", "Whence all but he had fled," her reasoning most obviously being, "all had fled, but he had not fled." The line, "Within his circle none durst tread but he", is from De Quincy. Newman wrote "None but God and I" and Addison "None but he."

This form is in accord with the standards of literary usage, but the evidence is just as convincing that in conversation the tendency has been to regard "but" as a preposition and follow it with the objective. "But me" is now established as everyday idiomatic English. Some years ago W. H. Ward said, "Usage now seems to strongly favor the objective pronouns. If pupils are allowed to use the nominatives, they will be thought ignorant." Yet a little excursion of this type in the classroom will tend to prevent some students from going out into the world as ignorant dogmatists. Grammar has for generations been the happy hunting ground of those who know so many things which are not true. By demonstrating that not all questions of usage are settled for time and eternity, the teacher can make his teaching a liberalizing influence.

III. Ever since Kipling's "Recessional" made its appearance, grammarians have been debating about the famous line,

"The tumult and the shouting
dies."

Without a doubt most of us would use *die* under these circumstances in both spoken and written English. One writer has taken the matter so seriously that he has suggested that the line be re-written and made to read,

"The shoutings cease, the tumult
dies,"

and then to continue the poem as it now reads with "dies" rhyming with "sacrifice".

Kipling has, nevertheless, had more defenders in this regard than he has had critics. The correctness of the verb has been justified on the basis that "tumult" and "shouting" are parts of the same idea, that the poet was using the two words to express essentially the same thought. This being the case, the correctness of the verb is not to be seriously questioned. Kellner in his *Historical Outlines of English Syntax* affirms, "Every plurality may be conceived as a unity." Although such a sweeping statement might impress many as being too inclusive, there is no doubt that if two nouns combine to express one idea, they may take a singular verb.

IV. Another passage in poetry which has attracted the attention of grammarians is found in Canto IV of Byron's *Childe Harold's Pilgrimage*. In the famous collection of stanzas on the ocean beginning, "Roll on, thou deep and dark blue
Ocean—roll"
the poet, in speaking of the impotence of man in the power of the waves, addresses the sea as follows:

"And sends't him, shivering in thy
playful spray
And howling, to his gods, where
haply lies
His petty hope in some near port
or bay,
And dashest him again to earth—
there let him *lay*."

This passage needs little comment. Every schoolboy knows, or ought to know, that here the poet has nodded and has made a most palpable mistake in his grammar.

V. The King James Version of the Bible is generally recognized to be one of the towering monuments of English literature. It is not, however, free from linguistic errors. One of the best-known of these is the translation of the question of Jesus, "But whom say ye that I am?" (Matt. 16: 15). In the light of current usage this is bad grammar. In at least one instance a teacher who gave expression to this thought found himself in difficulties. The next Sunday a

zealous unenlightened preacher denounced him for criticizing the language of Jesus. No student of the New Testament needs to be informed that the denunciations of the well-intentioned rural son of thunder were entirely outside of the realm of respectable scholarship. Jesus spoke in Aramaic, and his words naturally had to be translated from that language before they were handed down to us through the Greek.

In the American Standard Version the question reads, "But who say ye that I am?", and the translation by Professor James Moffat is, "And who do you say that I am?" When we put this in statement form, making it read, "You say that I am who", the construction is entirely clear. In 1611, the year of the publication of the King James version, there was considerable confusion in the use of "who" and "whom" as is illustrated in Shakespeare, and other English dramatists, but today we have no grounds for defense of the clause, "I am whom." Very early in explorations in grammar we were taught that a verb that joins an adjective, noun, or pronoun to the subject is called a linking verb, and that said noun or pronoun, which completes the predicate and explains or renames the subject, is called the predicate nominative.

Not all problems in connection with the usage of who or whom are this simple. Twenty years ago, in the last days of the teachers' institute, Dr. Jonathan Rigdon used to give a lecture on this subject. The list of sentences which he used for illustrative purposes was the result of years of study and furnished a delightful opportunity for intellectual gymnastics. Today there are some grammarians who do not take these distinctions with any high degree of seriousness. They tell us that under no circumstances in our use of "who" for "whom" in everyday speech are we likely to commit a particularly bad error. This may be true. Some of the distinctions are so subtle that nobody but an exceptionally precise grammarian will recognize them. But in writing, the laws of grammar are stricter, and nobody wishes to make an avoidable blunder. It can be stated with a high degree of assurance that there is no segment of the English language which gives a teacher a better chance to do some real teaching than in the application of the laws of grammar to the use of these two pronouns.

"Grammar is pretty dry stuff," a school superintendent, not noted for possessing the virtue of tact, once remarked to a speaker who had just completed a lecture on the subject to an audience of teachers. If the victim of this verbal bludgeon had been a little quicker of thought he might have replied, "No subject is a dry subject unless there is a dry teacher." Language is rooted in life. Its laws are not something devised in the ivory towers of abstraction but rather in the practical world of real people. Most students find them of compelling interest. The teacher cannot afford to neglect any means of making the study of them more practical, vital, and stimulating.

WHY GEOGRAPHY!

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"WHERE is Adak Island?" I did not know either, so we looked it up together. A second grade girl one morning announced, "My Uncle is up near Santa Claus. He's in Alaska and I know where Alaska is." Children and grownups everywhere are fascinated by Madame Chiang Kai-Shek; they listen to her voice on the radio, watch her in the news reels and want to know more about her serene yet so courageous people and the land that is China. Thus have we all suddenly become geography conscious, at least conscious of places and people in far away lands.

What is Geography? It is far more than place names somehow memorized—important as this is—because while we are basically concerned with place locations and must know where cities, rivers, lakes and mountains are on the face of the earth, geography as a science is the study of a place or region through the analysis, evaluation and synthesis of all the facts of natural environment and human culture which influence the locality, region or community and consequently the activities of man at that place. We are concerned with the climate and its effect on man's activities, his energy or lack of it, and the effect of climate upon the productivity of the soil. We are concerned with the influence of the land surface, its flatness or ruggedness; with the location of mountain passes or of good port sites as they influence man's activities. We are concerned with the soil and its capacity to produce. We are concerned with the location of a place in relation to natural features, to other areas of productivity and markets and to the amount, quality and location of resources, industry and transportation facilities. We are concerned with the heritage and culture of a people in so far as these influence the total geographic scene, with the effects of time and scientific advance, overcoming of distances and the changes these bring about in man's relation to his natural environ-

ment, as for instance the changes wrought by the airplane.

Thus the science of geography studies man in his relation to the natural environment in which he lives by focusing and evaluating all the factors which operate to influence a particular society or place. We may sub-divide this total or regional geography into such fields as Economic Geography, Plant Geography, Human Geography and the like, but in every case geography seeks to do more than describe. Having marshalled all the facts the geographer evaluates and synthesizes his data in order to explain WHY! From here we can take the next step and through the application of sound geographic knowledge and principles show what the course of state and regional planning should be to achieve the optimum for the community or region! At this moment hundreds of our best geographers here in the United States and abroad are at work assembling and analyzing the geographic knowledge which is so vital to our armed forces in the several theaters of war and which will become the basis for peace plans to follow. Geography is not simply a classroom subject — it is as real and vital as life itself!

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In the elementary school, geography is properly concerned with describing how other people live, because children understand their own basic experiences and so can visualize other people in these same activities. Here the emphasis in on pure description and factual knowledge. My observation is that geography at this level has been and still is well taught. There was a fourth grade class that organized an "Explorer's Club". They decided for themselves what countries they would visit through books, pictures and films and many an hour they spent in study with an insatiable thirst to know about other lands or places such as the Amazon Jungle, the Sahara, Buenos Aires or Capetown. A sixth grade class made a large pictorial map of their own state ten feet by twelve feet in size, and on it illustrated the important physical and political features, resources and crop areas. They really learned geography!

The great tragedy is that geography stops with the eighth grade in most school systems. There is no place where young people learn the basic method, the principles and facts of scientific geography which they now need so badly to understand the world. Suddenly under the stimulus of the terrible struggle now raging it has been discovered that most of us not only do not know where places are, but worse, we do not fully understand the significance of climate, of mountains and mountain passes, of oceans and land masses as they affect the activities of man both in war and in peace. We have suddenly been faced with the reality that many crops and resources, once taken for granted, cannot be grown or produced in this country or at least not in sufficient amounts at a reasonable cost. Newspapers are full of good maps and articles about places and people heretofore unknown. Yes, we have been forced to discover ourselves as part of the world community!

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Teachers can do something about this lack of real geographic sense. If you are in an elementary school certainly you will continue and even improve the good job already being done. If you are teaching in the senior high school it is almost certain that some provision will be made so you will have the great opportunity to teach the more mature pupils the significance of geography. It is not too much to suggest that two semester courses should be required of every pupil and that a third should be elected especially by those not planning to attend college. The value of geography as a cultural background for intelligent citizenship can never be over-emphasized.

One semester should concern itself with the physical basis of geography because a knowledge of climate and its influence, the evolution and influence of the earth's surface features, soils and vegetation are essential to skill in interpreting the environment of any given region. In this course pupils should go out into the field with their teachers for observation of the work of rivers, glaciers and other elements in forming the present topography of the land; for practice in mapping what they see and later to analyze and synthesize the whole into useful group reports. In many communities there are projects such as state planning studies in which senior high school classes could cooperate and under proper guidance could render valuable service while gaining experience. Such studies carried out, in part out of doors, will broaden and deepen the appreciation and understanding of nature, will make clear the magnitude and wonder of the guiding spirit of the universe and the humble stature of man's achievements.

The second semester may well be devoted to a survey of world geographic regions using the principles already learned and adding many basic principles of human geography when the teacher finds that they are illustrated in the region being studied. Or as an alternative there could be offered a more detailed study of a particular region such as "The Regional Geography of North America". In either case pupils should be led to understand the geographic basis of society as he finds it. How location has influenced the growth and economy of a port like New York or a central city like Chicago. How geography expressed in terms of climate, physiography, soil, resources and location influences the man of the Corn Belt, of

the Taiga of Canada, of the New England Manufacturing Belt, of the Selva of Brazil or of the Steppes of Central Asia. How the influence of geography persists through the ages and that where the environment is the same man's basic responses and occupations are similar in character.

A third highly desirable course that could be offered as an elective in the junior or senior year is Economic Geography. In its study the student learns to explain why certain regions of the world can produce various commodities while other regions cannot. He learns where the world's resources are found, where they are used, the lines of trade and the general principles of economic geography that cause certain industries and occupations to thrive in one place but not in another. This study of the relation of the environment to the productive occupations is today of great importance if people are to understand the world and its problems as for example the question of the "Have and Have-not-Nations."

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It has become apparent that a sound knowledge of geography is essential in a well rounded education. No other subject has such great possibilities to help mature students to understand, appreciate and respect the people of other lands. Certainly no one will deny that climate, topography and resources are greatly influencing the military campaigns in Africa, Europe or the Far East. In a less spectacular, yet nonetheless persistent way, the influence of geography is basic to every community of man. There is a neat balance between what the natural environment will permit and what man can do and actually does for his living — we for instance cannot grow bananas commercially in Rhode Island.

Geography well taught in two or three semester courses of the senior high school can go far in the direction of the needed feeling of world understanding and global cooperation which must precede any hope of permanent world peace. Today we stand at the threshold of a New World which may well be one of peace. Is this goal important enough?

The Schoolmaster's Reply

RAYMOND HARRIS, PFC.

The room grew slowly quiet then
When Jonathan had finished speech.
The master stood before the men
As though he spoke alone with each.
He'd known them all as men and boys,
This simple man, whose kindly eye
Had overseen their cares and joys
While half a hundred years went by.

" 'Tis true," he said with quiet voice,
"Expenses mount and taxes soar;
And that among them all our choice
Must favor those which count the more.
'Tis true that county, state, and town
Face rising costs from year to year.
No doubt we must keep taxes down
Lest government become too dear.

"But Jonathan, we must take care
Lest that which means the most be lost.
The institutions which we share
Must each prove worthy of its cost.
Each one should show how it has stood
As joint investment, where we pool
Resources for the common good.
Among the first belongs the school."

"What then would be its cost?" he said.
"If it should mean that you'd have more
With which to buy your daily bread
Than you have ever had before?
Would not it be a wise expense
If you should find your gains should run
To greater sums of pounds and pence
Than they would be were this not done?

"Aye, Jonathan, 'twas in this room
You studied first the engine's ways.
The principles that built your loom
Were mastered in those early days.
You, Timothy, sat over here
And learned the rudiments of trade.
'Twas here you started your career
That by their use a fortune made.

"Our senator, whose spoken word
May change the nation's course tonight!
How often have these old walls heard
His voice support the cause of right!
The doctor's hand, in time of need,
Has touched us all from year to year.
Our debt to him, though great indeed,
Is balanced by his learning here.

"Our citizens could ill afford
In proper style their youth to teach
If each supplied from private hoard
The learning here within their reach.

Through public action we provide
The common school for everyone.
Each citizen is here supplied
An education for his son.

"The public school preserves the best
That use and time have proven good.
Throughout the years in every test
Our school above reproach has stood.
Our fathers raised this humble roof
That man might live by reason's rule.
You men about me stand as proof;
They builded well in this our school.

"The level of the common thought,
Upon which rests our social state,
Meets limit in the aim that's sought.
We here may make, or mar, our fate.
This night we exercise our right
To choose the course our school must take.
Think well before you vote tonight.
I pray you men, make no mistake."

A WAR-TIME PHILOSOPHY FOR SCHOOLS

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Arsenal Technical Schools
Indianapolis

OUR institution, not many years ago, drew up and officially adopted a philosophy and list of objectives to serve as a guide for the work of its instructional and administrative personnel. This philosophy stated in general but very fundamental terms the view which the school holds of its place in American life in general and in the school system of the state in particular. This view briefly was that the school has for its purpose the preparation of youth for the democratic life in its social and individual aspects. The social aspect emphasizes the part played by the individual in political, economic, and social contacts, while the individual aspect stresses the necessity of attention to matters of personal health, worthy use of leisure, appreciation of the beautiful, and admirable traits of character. Further, it was stated that the curriculum to accomplish these ends must be as broad as life, both formal and informal in its organization, and made available to pupils through a guidance system based on requirements and electives. The whole plan was designed to make the high school years as valuable as possible to the pupil as a preparation for life.

This philosophy was further particularized and refined by its restatement in terms of a group of objectives designed to point out specific directions of work necessary for the accomplishment of the desired ends. These objectives emphasize the acquisition of fundamental knowledges and skills, the discovery and development of abilities, the preservation of health, the improvement of character and of esthetic appreciation, the wise use of leisure, the understanding of our political, economic and social life, the improvement of citizenship, and the appreciation of the democratic ideals of our country.

This philosophy and these objectives are conceived of as permanent in their nature. Although they vary in the specific aspects that they may wear from time to time and in the methods used by the school for their attainment, they are unchanging in their applicability to the fundamental purpose of the school to prepare for life. They are the same in depression as in prosperity, in simplicity of life as in complexity, in war as in peace. War does not set aside this philosophy nor these objectives. Education in war is still preparation for life. We still want our pupils to have possession of fundamental knowledges and skills. We still want to develop their abilities and improve their characters. We still want them to use their leisure time wisely. We want good citizens in war, but we want them, too, in peace. We want pupils to learn to be healthy in war, but so we do in peace. We need machinists in war, but we need them also in peace. We may need *more* machinists in war than we do in peace, but that is a shift of emphasis only and not a reconstruction of our educational system. This end should be attained by guidance, not by the abrogation of fundamental purposes.

War does six things to American society:

1. It redirects many individuals, chiefly men, into the armed services, necessarily removing them from educational institutions and from productive civilian activities.

2. It changes American industry more and more from the

production of goods for the peace-time needs of society to the production of supplies, machines, and munitions useful primarily only in war.

3. It upsets peace-time economic life by artificially increasing many incomes at the same time that the war effort is decreasing the stock of civilian goods for sale.

4. It is emotionally disturbing, through the unaccustomed possession of purchasing power, the sorrows and anxieties attending operations in the field, the destruction of home and social ties by the shifting of populations and the consequent severing of customary moral moorings, and the engendering of antipathies and hatreds toward enemy peoples.

5. It makes life simpler and more primitive by high taxation, scarcity of goods, and magnification of the virtues of frugality, thrift, efficiency, service, and singleness of purpose. At the same time paradoxically the legal and social machinery to attain this simplicity of life with justice to all becomes more intricate.

6. It intensifies the old-fashioned virtues of devotion to country, understanding and appreciation of its civilization and ideals, and willingness to sacrifice for its protection.

These six things which war does to American society have corresponding effects upon the nature of the education which the schools need to impart to youth as a preparation for life. In this situation the schools in war time, therefore, have a double function:

1. They must remain faithful to their time-honored purpose of transmitting the social heritage, American civilization, technology, the arts, letters and science, and democratic ideals and appreciations from the older to the younger generation.

2. They must help to facilitate the shifts in human energy that have been mentioned, soften the impact of economic change, assist in the maintenance of emotional stability, train for the acceptance of a more rigorous life, and maintain and broaden both patriotism and the world outlook as a moral reserve for the prosecution of our all-out war.

If the schools face any dilemma at the present time, it arises from faintness of appreciation of the necessity of performing these two tasks and from the difficulty of the decision as to their relative positions in education and the methods of their accomplishment in time of war.

The first of these tasks of the schools dictates at once that there must be no retreat from the duty of building that understanding of, and appreciation for, American arts and letters, ideals and institutions for which we are now fighting. The so-called Liberal Arts are nothing more than the unseen but powerful moral and spiritual basis upon which the tangible mechanical evidences of our civilization are erected. Without them these evidences, in brick and mortar, tools and machinery, would corrode away and disappear. With them, though cities are destroyed and factories and fields laid waste, the inner resources of the people are able to plan and carry out the reconstruction of a happier day. The destruction of Coventry or even of London did not destroy the British spirit. We have faith that if it were New York and Chicago the same steadfastness would be manifest.

The second task is also important — directing our minds and hands to the prosecution of an all-out war. The schools can help do this, but they cannot do it all. Industry and the armed forces must do most of it. They must do most of it for four reasons:

1. The job is too big for the schools even in lines in which the schools can work at it.

2. Much of the work is too new and changing, technically, for the schools to keep abreast.

3. High schools are dealing with wholly or partly immature persons.

4. Much of the work must be done under conditions which the schools cannot duplicate (flying aircraft, for instance).

The part that the schools can do, they can accomplish (1) by seeing to it that their curriculum really makes possible preparation for life, (2) by modifying their offerings to contribute to the immediate demands which the war makes upon youth at eighteen years of age, and (3) by guiding youth into the lines of work in which as parts of American society, military or civilian, they can make the greatest contributions to the day's needs.

To do the first of these things the school should do some soul-searching to make sure that it is furnishing the proper opportunities. This, of course, is a peace-time as well as a war-time duty. When this first step has been taken, courses of study for those soon to leave school for participation in the war should be modified to meet the needs, so far as these can be discerned. This does not necessarily mean new courses and will not probably necessitate new courses in most cases, but only modification of existing courses. After all this, the pupil needing a certain kind of instruction and the instruction itself should be brought together by a particularly individual and searching guidance program. The bases of choice may range all the way from compulsion on the one hand to free choice on the other. The school should not hesitate to require where the wisdom of the requirement is beyond question.

How these demands upon education are to be met is for each department to decide. The philosophy herein set forth can be implemented in no better way than by a conscientious consideration by specialists in all fields of the contribution their fields can make

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to preparation for life in general and to war-time life in particular. If they can make little or no contribution to war-time life, they may have a contribution to life in general, both for the younger pupil and for the older ones facing induction into war industry or the armed services. If they can make a contribution both to life in general and to war-time life, they must be mindful of their double trust.

War needs necessitate haste. This haste makes some acceleration by certain pupils advisable and necessary. Administrative efforts should be made to make sure that the adjustment of pupil load is made in proportion to capacity. Special devices, such as summer school, may be worked out. In war-time it is probably justifiable to err on the side of too rapid acceleration. Through all these plans, however, should run the caution that there are limits beyond which education cannot be speeded up. Such limits are imposed by the rate of physical development of the young person, by the psychological difficulties of assimilation of material, and by other influences. Acceleration opens the way, also, almost inevitably to superficiality. At the close of the emergency a re-evaluation of the whole idea and plan of acceleration is certainly mandatory in the interest of long-time progress.

▼

This philosophy is based on the idea that war-time and peace-time education are fundamentally the same. They vary only in emphasis if both are wisely conceived. It is based on the maxim, "Hold fast to that which is good." It implies that change should be well-considered if it makes deep inroads upon past experience. It intends, on the other hand, that where the change of times indicates educational changes, these should be courageously made.

The schools have a right to claim some credit for a sound philosophy in peace in view of the devotion and steadfastness and courage and sacrifice shown by unnumbered thousands of boys and younger men who now are our defenders on a hundred fronts. A sound philosophy in war should depart only in fear and trembling from the realities which we see around us.

A PRINCIPAL'S LETTER TO PARENTS

W. F. BOLEN
Principal of High School
Dunellen, New Jersey

To Parents of Dunellen High School Pupils:

This is intended as a kindly statement to help you in your thinking concerning your child and the high school.

We believe that you want your child to develop into a useful, self-reliant, law-abiding citizen. You will agree that it will take considerable intelligent effort on your part and ours to achieve that end.

In a world and community upset by war there is a strong tendency for youngsters to become delinquent. A "What's the use" attitude must be overcome with a purposeful standard of devotion and service such as many in our armed forces possess. Frankly you can help the school tremendously by backing us up at home before your child. When you cannot honestly do so feel free to point out to us first your own recommendations.

To sell the idea of the school's importance please insist on regular attendance. A trip to the hairdresser, an errand in Plainfield, a visit to a relative are not proper reasons for missing school. Neither is it wise to stay out to avoid tardiness or even to attend church if an early service can be substituted. In short pupils should not stay out of school unless under similar circumstances they would stay home from a wage-paying job. However, whenever absence does occur parents should promptly send an excuse giving an accurate reason even if that reason be truancy. This will help develop a sense of fair play and honesty. Awkward and harmful situations develop when one parent "covers" a child's absence and another frankly and honestly admits a mistake. Also please do not ask a child to sign his own excuse. Repeated truancy can be the forerunner of serious character defects. The child who will not stay on the job at school might very easily become the deserter from the Army.

Next please note carefully letters and reports from school. Look at the citizenship mark (conduct) and the attendance record. Commend any improvement and encourage when needed. June will be too late to do anything about failing marks received in November. For a closer check-up you are privileged to request a weekly report. This will be given to any child who is instructed at home to get it. They are given out through the office on Friday mornings but *only* on request. If the child does not bring it home, it is because he hasn't asked for it. These reports can cover lessons or conduct. They will be signed by the principal and should also be signed at home and returned to school on Monday.

A forgetful child can be required by the parent to keep an assign-

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ment book. If there seems to be a lack of homework, the teacher or principal will sign the book on request to verify its accuracy. It is recommended also that a regular time and place be arranged for doing homework, preferably with reference materials at hand but not a radio.

Parents can also help us in stressing the care of school books and materials. Covers are required and cleanliness is urged. Gym equipment should be kept sanitary but laundering should not interfere with the gym schedule. Pupils should be careful with money and valuables in school.

Parents can help most importantly by insisting on plain old-fashioned obedience. Some homes do a better job than the school here, while in other cases the only control over the child is the school. The pupil should accept the fact that he is to do as he is told even though he believes something else would be better. This concept has value even in a democratically controlled school. Pupils we believe should have the right to be heard but the orderly handling of large groups cannot be interfered with by one who must argue for his rights. There is a proper time and place for this. In this school there are two invariable reasons for suspension. One is outright impudence to a teacher, the other is wilful disobience. Such pupils will immediately be sent home and will be re-instated only after a conference with the parent. For the benefit of the greater number it might become necessary to permanently expel for repeated defiance. Continued failure to do required work may also be classified as insubordination.

In wartime many of our pupils are working or have both parents working. We will do whatever we can that will be helpful in meeting these emergency situations but we do not want such work used as an excuse for a pupil doing less than his best. Requests for early dismissal or days off will be granted only if there is a reasonable assurance that school work will not suffer.

We hope you will keep informed about the school affairs. Read the handbook, come to school affairs and the P.T.A. You are welcome to visit and bring us your comments. With your help we can improve the school. This year we shall expect more effort on the part of the pupils and more progress in meeting our obligations as citizens in a democracy.

We ask your friendly cooperation.

Cordially yours,
W. F. Bolen,
Principal.

I'M TEACHING AGAIN

EUNICE TELFER JUCKETT

NO BAND plays. There is no sound of marching feet. Yet every week all over these United States hundreds of former teachers are returning to positions they left one, five, or even ten years ago.

Why are they going back? Well, —why did you, why did I? To help out in a national emergency —the present shortage of experienced teachers—naturally! Does anyone dare question our motives? Of course they do! We can't expect always to hear our neighbors saying:

"Isn't it wonderful the way things work out? Just when it looked as if we were going to be short of teachers Mrs. Jones next door is going to take sixth grade again and Mrs. Smith down at the corner has signed up to teach English next term."

There are people who criticize: "Now they're getting all those old has-beens back. What do they know—or care—about modern methods of teaching? They're only interested in the money. They ought to stay home and look after their husbands and children."

Perhaps this criticism is justified. It depends upon the teacher herself and her real reason for going back, for the reason each of us returned may well be the secret of our success or failure as we again take our places in this country's vast educational system.

The other day I was talking to Mrs. A. She started teaching again six months ago because, as she said, "my husband was drafted. I needed a job and the school needed a teacher."

I don't know anything about Mrs. A's teaching ability, but I wondered as she talked to me whether she really *wanted* to teach again.

The next day I met Mrs. G. in the Teachers' Room. She was fairly bursting with her own importance. "I'm merely doing my duty. They're so short of teachers. I just told Henry I was going to get a girl in to take care of the house and I'd go back to teaching. We've all got to do our bit, you know!" Patriotism or boredom? I didn't quite like to ask!

There are all kinds of reasons for returning. But it does seem as though none of us whose relation to our profession is that of an experienced teacher, once retired, should have come back unless we really enjoyed teaching. It's all right to say that the schools need us because we've had experience teaching before. Just the same, they aren't going to be too pleased when they discover that some of us came back purely for that monthly check or because we'd gotten bored with housework. I don't mean that we should eliminate the financial angle entirely. Few of us can afford that—but it is the degree of emphasis we put on the purely personal side of the question which makes the first important difference, don't you think?

Then, once we're back, the ease with which we adjust ourselves to our surroundings is of supreme importance in determining our true value.

Ever since I've been back—and it's only been a few months—I've been trying to adapt my former mode of living to this new, more complex, life. Sometimes I wonder if I should have written "experienced" on my application. I seem to have found more stumbling blocks than the average first-year teacher, but perhaps some of my problems will be typical enough to illustrate what may—and does—happen when you start teaching again.

My first problem was that of evolving a Jekyll-Hyde personality for myself. Boards of Education aren't interested in paying for the time I spend worrying about the day's menu or little Sammie's pending visit to the dentist. They hired me, and you, to do a job. They want that job well done with no time out for extracurricular activities, or thoughts about them. Learning to confine my personal life to those hours after the closing bell was hard. But careful managing and will power soon helped me to divorce my professional and private lives.

Also, I've discovered that staying on and correcting a few sets of papers after I can legitimately leave school serves a double purpose. I'm not tempted to cut my school time short and I don't inflict that part of my school life on my long-suffering family.

Before I accepted my position I was rather vague about what I'd do if I had to be at home for a few days, or even a week or so. When I signed my contract I hadn't planned on Susie's catching whooping cough—but she did and I found out that substitutes aren't so easy to hire these days. They've accepted full-time positions too.

Luckily for Susie — and her working ma—she had a couple of devoted grandparents who were delighted to take over. But, other Susies may not be so fortunate. So, if you have a Susie, or a Sammie, you'll be wise if you plan now for a possible emergency of this kind.

The draft was the indirect cause of another problem I had to solve. Perhaps you're discovered, too, that Uncle Sam doesn't arrange leaves to coincide with even the

numerous holidays on the school calendar.

For my husband's first furlough I was tempted to ask for time off. But, after thinking it over I decided that was for young brides, not an old married woman. Still, there are women on our faculty who've been married longer than I who couldn't understand our superintendent's refusal to extend spring vacation a few days so they could make two-thousand mile jaunts to visit their husbands' camps and naval bases.

I wonder if anyone else minded going back to routine and administrative organization as much as I did. To have so many plans and decisions already made for you, after having been in "supreme" command at home was a little hard to take, but I found we must learn to abide by the decisions of others, especially at school. Taking criticism gracefully and cooperating wholeheartedly aren't just phrases —they're part of a behavior pattern we'd all do well to cultivate. A busy superintendent simply hasn't the time to pamper us. We've come back to help. So, let's forget our own way of doing things if it differs from the administration's. Haven't you found it really works out better for everyone that way?

No matter how recently we left the teaching field we're going to find there are adjustments to make in the matter of new subject material and methods of presentation. You've probably discovered, as I did, that war has changed a great many things, including those which we must stress in the schools. It's up to us to keep up on these changes and not wish blissfully for the "good old days" when things were "so much simpler."

Also, until recently teachers did not have to contend with daily changes in schedule as well as changes in subject matter. Yet situations now change overnight. New instructions from Washington or the unexpected drafting of a fellow worker may alter carefully laid plans. With only an hour's notice, a senior history teacher may find a freshman math class added to her teaching load. If this happens to us, can we let ourselves believe we are being imposed upon because no mention was made of math when we signed our contracts? Well, hardly! It's just another of those things we've got to take!

Those first few days I was back I had considerable difficulty forgetting the kind of life I had been living. Still, I'd made my decision and it was up to me to stick with it. So I told myself, "See here, no more of these wishful thoughts of afternoon naps, matinees and leisurely lunches. Remember, you gave them up for the duration!" It wasn't easy and way down underneath I still miss them but I'm trying not to waste any valuable school time and energy comparing teaching with the life I once led.

What's your attitude toward your position? Do you consciously consider it as purely temporary? Few of us can do our best work if we keep thinking "This is a duration job. I'm merely filling in". Yet, we've all got to keep thinking, "I'm holding this job in trust. It is my responsibility to see that I do my best work now, next week, next month, and perhaps next year." This is the only attitude we can have, if we're real teachers—and none of us certainly would wish to be classed otherwise.

Of course there are other problems—and I suppose I'll find more and more as the months go by. Still, in spite of my mistakes, and the mistakes I'm sure others like myself are making, I firmly believe that those of us who really want to teach can come back into the schools and be good teachers. We'll just have to refuse to put our personal life before our duty to the youth of our country. We *will* do our part—right?

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LT. JOHNS H. HARRINGTON
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No more school . . . .

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Teachers who have brightened at the first two lines of this "cheerful little ditty" and who have clouded at the third probably envy, in some respects, their younger male colleagues who have deserted classrooms and texts for training camps and combat.

"At least, these pedagogical young sprouts don't need to worry about lesson plans, supervisors, and classroom technique," say some of the senior faculty members. "They can go ahead about the business of winning the war and forget about evening courses, correcting papers, and illustrative material."

This, of course, is just where the old — I mean the senior — members of the faculty are wrong. An erstwhile school teacher in the Army sooner or later will no longer be "erstwhile" — and he'll just be continuing his civilian vocation. Instead of dealing with math, social studies, or English, of course, he will be beetling his brows over ways in which to teach marksmanship, how to get the proper illustrative materials for instruction in defense against chemical warfare, or in rehearsing a group for a demonstration on scouting and patrolling.

It's still teaching all right. Do some of these directions sound familiar?

"Don't talk into your notes."

"Don't talk with your back to the class."

"Don't be a 'weaver'; stand still unless you have a reason to move."

Yes, it sounds like a critic teacher giving a teacher cadet some last-minute instructions before he "goes into the game." These are a few of the pointers, however, which young officers get — in no uncertain terms — when they go to work preparing recruits for what they must face "over there."

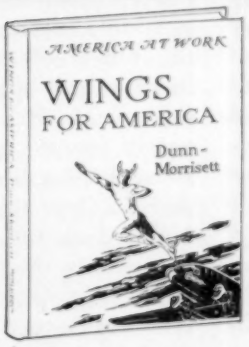
Just as in a teacher's college or in a School of Education in some university, the matter of preparation receives spirited emphasis. One bulletin commented, "All demonstration will be rehearsed and will be witnessed by at least one officer, senior to the officer who is conducting the demonstration."

Whether it is the Infantry or some other branch of service, though, the same effort is made to maintain instructional standards. The *Field Artillery Journal,* for example, published a check list to be used as a guide in teaching. It covered such things so familiar to the civilian instructor as lighting, ventilation, use of charts sufficiently large to be seen by the whole class, and good blackboard technique. It dealt with weather conditions as they might affect classes held outside, since most military training is conducted out-of-doors. The following comment came from the Field Artillery, although it might well have come from the lips of John Dewey. "Remember that men learn by all five senses, and by actually doing."

The thought of lesson plans, harking back to the days of cadet teaching, is one which "erstwhile" teachers now in the service must think about as more than something reminiscent of a previous occupation. The 66th Division at Camp Blanding, Florida, for example, to which I am assigned, provided a form for the writing of a lesson analysis and plan before training started. Plans and training officers did not want instructors to overlook anything. In fact, they came around to visit classes frequently just to make sure nothing was being omitted. Each officer was to prepare a lesson analysis and a lesson plan for each class which he had.

Outline of the analysis included the following: subject; what must be taught; how it will be accomplished; and summary. The plan itself included the name of the instructor; hour and date of instruction; place at which the class was to be held; number of students; who the students were; aids; the lesson aim; reference; the training schedule or program of which the lesson was a part; time required for explanation, demonstration, practical work, discussion, and examination, as well as a written brief covering the essential details of each.

After skimming through the directions given to some Army instructors to make their teaching more effective, public and private school faculty members may agree that those youthful colleagues who have gone off to war are not being able to forget their peace-time vocations after all. By and large, in camps throughout the country an effective program of instruction is in operation; and every effort is made to keep the ultimate objective of that instruction in mind—victory on the field of battle, victory which not only will permit young teachers to join their old faculties but which also will permit other young men to go back to their jobs, too.



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Speaking of School

RANDALL R. PENHALE
Principal, Iron River (Mich.) High School

Defense, Delinquency And Democracy

In days of crises such as those through which we are now traveling schools are institutions which most assuredly have shown the impact of war. Faculties have been pared to the irreducible minimum. Hundreds of communities have filled vital gaps with married women teachers, the only alternative being curtailment or complete suspension of certain types of instruction. State departments have been willing to wrestle with demands for temporary certificates and as a result the problem of lowered standards of teacher training, as in all previous war eras, is again present.

What is occuring in Michigan schools is typical of other sections of the country. After years of uphill climbing during which time educational authorities succeeded in requiring, for example, high school teachers to have as a minimum a bachelor's degree, the inroads of selective service have in many departments of instruction made this now impossible. Where for years it has been found desirable for adolescent boys and girls to have men as well as women teachers, the ratio of the one to the other is now rapidly favoring women. Teaching as an occupation for men has not been officially designated as essential—a decision which many leaders contend is regrettable. Not that we would condone the school room as a haven for those who should serve their country in uniform, but rather would we insist that the education of our future citizens of a then war-weary world should be directed by the best!

The present conflict is without comparison in history. The after effects of this war can not be anticipated as being even roughly similar to World War I. In our preoccupation with the immensity of the job of getting on with the war, we have lost sight of the job which looms ahead—getting ready *now* for the peace. By what strange manipulation of logic do we permit ourselves to think that men teachers can better serve their country by getting into a uniform or an armaments factory? The preparation of our youth to live in peace is indeed a defense industry.

Home and community life today is more disorganized than at any previous period in the memory of man. Pupils in the primary and intermediate grades are bewildered with talk of war, and the bewilderment is only lessened in degree for high school youth. Their minds are befuddled. Family circles have been tragically broken by absent brothers and fathers. Death has entered. In metropolitan centers every employable person has a job for part or all of the day or night. Even schools, at least in Michigan, have set up schedules permitting students to engage in part time employment. Prosperity has returned at least in terms of money with which to buy what one can buy. Delinquency is again on the rampage. It is the natural end product when adolescents are not given the attention they need and deserve. What then of democracy?

Since Pearl Harbor emphasis has properly been placed upon preparing youth to take their part in the combative end of the war. Too little stress has been given to the social sciences wherein an opportunity is presented to learn the real values of democratic living. It is no surprise to teachers of civics, American government, United States history, and economics how little the average pupil in secondary school really knows about democracy. For adults the word is as common as our talk about the weather, and Mark Twain's quip about the latter is coming to be increasingly true of democracy. We are doing nothing about it.

The need of the hour is a greater opportunity for youth to practice democracy. The laboratory for such experience is in the school itself. Student participation in government is the answer. It is not the easiest task for an administrator to assume, but the beneficial results, while not always immediately observable, are worth the effort. The study of democracy from a textbook followed by the conventional recitation is perhaps as good a method as any to discuss the tenets of American life and institutions, but I can still hear Columbia's Dr. Kilpatrick, fortunately for me, giving emphasis to Dewey's doctrine of learning by doing. Our national existence is founded on the knowledge of and practice in democracy. It is high time that some administrators take cognizance of the lateness of the hour! I am referring to those of us who still insist on running everything from the office. True, it is the easiest way, particularly in these maddening days, but not to permit adolescents to experiment with governing themselves is to neglect our responsibility. The sooner student leaders realize the difficulties of governing themselves rather than passing the buck to the principal—the better prepared will they be for adult citizenship. If secondary schools do not immediately take an active interest in the student-participation-in-government movement, it is indeed a bad omen for our own desire to preserve the four freedoms.

The little red schoolhouse and "readin', 'ritin', and 'rithmetic" are no longer satisfactory symbols of America's educational machinery. The time has arrived when school men and women should realize as never before the importance of their profession in days of crisis. Let no one tell us we should get out of it and into a defense industry. We are not helping to manufacture armament nor shouldering a gun at the front lines, but we hold in our hands to shape as we please America's future citizens—those who will and must win the peace.

The Safety Valve

Confidence Undermined

Attention principals:—We as new teachers are anxious to cooperate with you in adapting ourselves to your school system. We welcome your suggestions. Please remember to talk to us alone, however, as it is embarrassing to be told our shortcomings or errors before the children. Especially is the after-effect undesirable. The children lose confidence in us if you talk over our teaching procedures before them.

L. W.

Supplies Not Ready

As a high school teacher I found it a great hindrance at the start of the year not to have the supplies needed for my classes. Books that I notified the office in June would be required had not arrived for Fall opening. Besides that, many more freshmen poured into my classes than I had estimated and this fact added to the book shortage. I have had to dig up old copies from the basement, and to pick assignments that are common to the different editions. All this could have been avoided if the principal and his aides had been on their job as they expect us teachers to be. Personally I believe in capitalizing on the fresh zeal that pupils bring back with them from vacation and I can only do this by getting them down to business the first week of school.

—W. R. K.

Right From the Boiler Room

Six years now I am janitor in a grammar school and when I saw in your Journal you wanted people to let off steam I think to myself this is up my alley or in my boiler room. So here I come with ten pounds extra pressure and wishing I had a safety valve for high blood pressure such as some teachers give me. Some are okay, but others wear me out with forever fussing and complaining. It is always too hot or too cold. They can manage to break more window cords and tear off more shades and burn out more electric lights and have more troubles for me to get them out of. And say are they in a hurry. You gotta drop everything and go to their rescue or they will report

you to the boss. Some of these cranks keep their rooms neat and I will give them credit for that. But others let their kids leave everything in a mess with papers and chalk all over the place and all kinds of junk on tables and in the corners. A thing I notice too is that there's more trouble around the building and on the playground from the kids that have those fretty ones for teachers. I guess they like to get out from under and blow off steam like this.

—P. H. M.

Grudging Support

A matter that continues to vex me is money—the lack of it for the most commendable institution in the world, our schools. There is money for war, billions of dollars, and no one denies the need for its expenditure when our sacred rights are endangered. (At this writing I am hard at work fulfilling my duties as chairman of the county war finance committee!) Yet in peace times, to advocate spending a hundreth part of these sums for educational purposes would be an untenable position for legislators and others who allegedly have it in their power to make or unmake our schools. Simultaneously in peace and war time, pupils in our schools are *not* getting the preparation for life which they deserve. This is particularly true in our public schools and more particularly in our smaller cities and rural sections. Educational monies have never been equalized, and the need now is imperative. The answer lies in federal aid to schools, distributed without restrictions by the states.

Two goals would then be accomplished. First, teachers would be paid a just wage, an income which would call into and keep in the profession the best trained men and women.

Second, larger sums of money would provide schools with the equipment without which we can not do the job which should and must be done! Many of our schools even in these prosperous days are only going through the motions of educating boys and girls. There is a desparate need in the United States for new and larger buildings, not only in areas in close proximity to the large defense plants. Departments within the schools are woefully supplied with the appliances, apparatus, modern textbooks, especially in systems located outside of our big centers of population. Schools can not train our youth to earn their living in a complex civilization unless they have within their walls the equipment which after graduation they must use. Why are our schools begrudged the necessary funds to do a *good* job?

—R. P.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Economy

What things should determine the amount and the quality of the educational services rendered by a city school system? The best answer to that question according to a large majority of public school administrators is this: "The needs of the boys and girls should determine the amount and the quality of the educational services provided by a city school system." Public school administrators and professors of education in writing and talking about educational services are likely to ignore one very important item. That is the ability of the city to pay.

The university professor of public school administration can afford to give only theoretical consideration to the question of the city's ability to pay. On the other hand the superintendent of schools must consider that problem when he works on the school budget and the board of education has to be guided by it.

Many things in addition to the needs of the youth of a city should be considered in making up a budget. That is not saying that the educational needs of boys and girls are not the most important things. A man may need two pairs of shoes and one pair should be of dress up quality but if he hasn't money enough to pay for the second pair it is better not to get the second pair. Calvin Coolidge once said that four sayings had made New England great: "Use it up. Wear it out. Make it do. Go without." Anyone who has anything to do with public school administration knows that those sayings could be used profitably in a school system. The fact that school supplies and equipment are furnished at public expense results in a lack of economy in their use. There is waste in every enterprise that involves the use of materials. Private industry of all kinds does a good job in preventing waste and in salvaging waste. Public enterprises tend to produce waste of material and supplies. Unquestionably if pupils in school had to pay for school supplies, or their parents had to, there would be less waste. That fact, however, would not justify a state or local school system in ceasing to supply books and supplies for pupils. But it does place upon school administrators and teachers the obligation to conserve supplies by the curtailment of waste.

The proper use of supplies and of all public school property is something that should be taught in

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"Dear Mr. Cobb,

I plan to supply the pupils in this district with Arlo Books for class reading as opportunities occur. I do this for two reasons:

"Experience of many years with these books assures me that they develop power to understand and express ideas presented on the printed page. They appeal to **all** pupils in a class, the slow as well as the more gifted, and this broad base of interest makes them ideal for class use.

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Yours sincerely,

Gaius H. Barrett,
Supt. of Schools, Hudson, New Hampshire.

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all schools. Teachers, principals, and superintendents would be amazed at the lack of knowledge of pupils regarding school costs and who pays them. If you don't think so, ask fifth, sixth, seventh, or eighth grade pupils who pays for their textbooks and supplies.

The amount and the quality of the educational services to be rendered by a city school system are limited by the ability of the city to pay. Economy of administration is an important factor in the ability to pay.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

History, Geography Distinct

History has been very poorly taught during the past ten years. Perhaps it is more accurate to say that it hasn't been taught at all—we have been fiddling along with an unholy alliance called social studies—with the result that the children and their parents must be satisfied with a smattering here and a smattering there that aggregates zero in the end. "Johnny got his zero today" is not quite all poetry.

History and geography represent distinct subject areas — one deals with man's quest for freedom, the other, with the earth he lives on. It's true that geography influences history but still history is history and geography, geography. Much of each is lost when they are brewed into one.

From the lowest grade to the highest we should teach American history with a zest — we should teach the children to love America — to know why the early settlers came, to know their problems, their suffering, their iron courage and will, their willingness to fight their own battles against bitter odds, to know the lives of our great leaders from Washington to the present; to be familiar with our wars and great battles.

The progress of America has been achieved in adversity—achieved by iron men who saw an ideal and were willing to work, suffer, die for it. As a result of that struggle America leads the world. Men here enjoy more happiness, freedom, culture and prosperity than anybody else on earth. Teach the children to know that —and to know why—teach them to know and honor our institutions, our Constitution, our Bill of Rights, our tradition. Forget our tradition, our history, our heroic struggle and we lay ourselves open to ideological contamination.

Too many of us are apologetic about history and about America; too many stress theory and ways of improvement which belong properly in the field of philosophy. There is not much in America's history that we need apologize for — it's the cleanest on earth. True we have made mistakes — but the important thing is where do we stand now? That's easy: generations ahead of the rest of the world. History teachers, teach that; teach history — teach the children to be enthusiastic about America, its leaders, warriors, its battlefields and its shrines; teach them to understand its struggle for freedom, its tradition, its institutions.

History is the fabric that holds the nation together. It is too rich, too vital a cloth to be interspun with another. Teach history and geography as distinct areas, correlate them whenever possible and you cannot go far wrong.

The News Digest

OF EDUCATION IN ACTION

Would Control Nazi Education

HARPERS FERRY, W. VA.—Post-war control of education in Axis countries to prevent rebirth of totalitarian tendencies, and global development of "world citizenship" that would employ such things as international language to foster peace and understanding among men, were recommended to an assemblage of United Nations' educators.

Feliks Gross, a member of the Polish delegation to an international educational assembly attended by representatives of 30 nations, suggested that some form of control be held over Germany's educational system for "at least 50 years after the war's end because only through strict control of the Nazis' system of education can we hope to achieve lasting peace."

While delegates differed as to the degree of control, the consensus was that the present indoctrination of Axis youth with "superman" ideals should be eliminated immediately after the war by United Nations' military authorities.

The proposal for development of "world citizenship" was advanced by Dr. Isaac Quillan, associate professor of education at Stanford and a member of the liaison committee for international education at the assembly.

Education Seat At Peace Table Urged

OMAHA, NEB.—A threefold plan to provide for the voice of education to be heard in behalf of preventing future wars when delegates gather at the peace table at the end of the present armed conflict was outlined by Mrs. Edith B. Joynes of Norfolk, Va., President of the National Education Association, in an address prepared for delivery at the 25th National Convention of the American Legion here.

In asking that education have a seat at this peace table, Mrs. Joynes said to the 1,500 Legion delegates:

"Education must have a vital role in securing permanent peace. We must develop in our own country a campaign of education in which our people may learn what opportunities and responsibilities the war is placing in their hands. Representatives of the United Nations must meet in conference to see how education can better be used now to help win the war and lay the foundations of freedom the world over. We may expect such a conference under official auspices soon. A permanent international office of education should be established to stimulate constructive education for world citizenship and guard against terrible misuses of education such as Hitler and Hirohito have perpetrated."

Returning Pupils May Claim Unemployment Compensation

New York — With more than 4,000,000 children between fourteen and seventeen years old at work this summer, according to an estimate by the Children's Bureau of the Department of Labor, and with educators, child welfare organizations and the War Man-Power Commission debating the pros and cons of utilizing "youth-power" in war time without sacrificing schooling, reopening of secondary schools reminded state unemployment compensation commissions throughout the country that they also have an interest in the problem that is far more than academic.

Much of the summer employment and school season work by these young persons is covered by state unemployment insurance laws, and the commissions must determine under what circumstances such workers with sufficient wage credits may be entitled to full unemployment insurance benefits when they stop work and return to school.

Even though they may quit work voluntarily to return to school, students are not necessarily entirely disqualified for benefits, it appears. To establish eligibility and collect benefits they may merely have to wait for their next prolonged vacation in some states, or in other states, until they can establish that they really are willing and prepared to leave school and work again, and provided the United States Employment Service then cannot find suitable jobs for them.

Many high school boys and girls have been earning sufficient wage credits just in summer jobs to meet such minimum wage credit requirements as $250 a year in New York, $150 in New Jersey, or $144 in Connecticut, and if they meet all other requirements can file for benefits and collect them the same as older unemployed workers.

Group To Fight Federal Subsidies

BOSTON—Hitting at proposed government subsidies to local school systems as an attempt to centralize in Washington control of education, state taxpayer organizations throughout the country have united in a concerted drive on Federal waste of money and manpower, it has been disclosed by Norman MacDonald, executive director of the Massachusetts Federation of Taxpayers Associations.

The newly formed group is to be known as the Conference of State Taxpayers Organizations Executives. Mr. MacDonald is chairman of the executive committee.

In discussing the Conference's plat-

"Education for Victory" Theme For November 7-13

WASHINGTON—*Education For Victory* has been chosen as the most appropriate theme for the twenty-third annual observance of American Education Week, November 7-13, 1943, according to Lyle W. Ashby, Associate Director of this annual observance. The secondary schools of the United States have made and are making an indispensable contribution to the war effort which is bringing victory nearer each day. They are making an equally vital contribution to preparations for a victorious peace through the development of understandings and attitudes on the part of the youth of America.

The suggested daily topics are:—Sunday, November 7, Education for World Understanding; Monday, November 8, Education for Work; Tuesday, November 9, Education for the Air Age; Wednesday, November 10, Education to Win and Secure the Peace; Thursday, November 11, Education for Wartime Citizenship; Friday, November 12, Meeting the Emergency in Education; Saturday, November 13, Education for Sound Health.

American Education Week is sponsored jointly by the National Education Association, the National Congress of Parents and Teachers, the American Legion, and the U. S. Office of Education. A catalog listing posters, plays, mats, packets of materials, and other aids in preparing programs for the week may be secured from the National Education Association, 1201 Sixteenth Street, NW., Washington 6, D. C.

form on subsidies for local schools, as proposed in S637, then before the United States Senate, Mr. MacDonald declared: "The device of government subsidies must be stopped before every shred of local independence has disappeared. Such legislation as the current attempt to subsidize local schools with Federal money is nothing more than a sugar-coated effort to turn the institution of free, public education, locally controlled into an instrumentality of a central bureaucracy."

Norwegians Balk at Use of German

WASHINGTON—German authorities in Norway have complained to the Quisling regime that efforts to "educate" Norwegians in the use of the German language have "completely failed," the Swedish newspaper *Stockholmns Tidningen* said in a dispatch recently to the Office of War Information.

The dispatch quoted the Germans as saying that Norwegians "obstinately" refused to use the German language and that German-language courses have had to be cancelled for lack of attendance.

Free Meals to Continue In British Schools

BOSTON—Postwar plans for continuance of the present system of providing free meals for all school children in Britain were revealed recently by James Griffiths, Labor member of the British Parliament. He was in Boston for a short visit with British Consul General Sir Anthony George.

"The Government has been very much pleased with the results, not only of free meals for school children, but of the present system of communal meals for those in industry," he said.

More Study History Of the Two Americas

NEW YORK—More students are studying the history of North and South America than ever before, Professor John Allen Krout, acting executive officer of the department of history of Columbia University reports, in announcing the program for 1943-'44. This new trend in student interest is particularly noticeable in Latin-American studies, which have classes three times as large as in previous years, he said.

"Although the war is focusing much of our attention on European countries, there has been no noticeable increase in the number of students in European history courses," Professor Krout declared. "The war has turned intellectual curiosity toward the nations of the Western Hemisphere. Students seem more anxious to acquire a background of the culture and traditions of these countries and their positions in the post-war world than of European and Asiatic areas."

Ask Students Return To High Schools

BOSTON—Faced with a steady migration of students from Boston high schools to war industries, speakers in a broadcast sponsored by the U. S. Department of Education urged parents to classify school as essential for their 'teen age children.

This was the opening gun in a campaign by the Department to get children back in the classroom to finish an education that had been deferred in favor of more remunerative work at the lathe or on an assembly line, a factor that partially explains the 7,000 pupil decrease in high school population in Boston since 1940.

Principal speakers on the broadcast were Mayor Maurice Tobin and Arthur L. Gould, Superintendent of Schools.

Mayor Tobin asked the parents of the boys and girls who were keeping summer vacation jobs rather than resuming their classwork to consider the present in the terms of future careers, saying students of this age make their maximum contribution to winning the war by returning to school.

Boston's need for trained leaders and the Army's demand for young men who have advanced courses in mathematics and the natural sciences were cited by Mr. Gould as two reasons for classifying going back to school as an "essential job."

Teachers Urged to Aid In Price Controls

WASHINGTON—The wartime stake of teachers in America's price control program has been emphasized in a statement by J. Cecil Parker, Chief of the Educational Services Branch of the Office of Price Administration.

"During the war emergency," Dr. Parker declared, "teachers and school administrators are recognizing that holding the line on prices is essential to the maintenance of their own living standards and to the economic welfare of all civilians on the home front.

"Since the outbreak of World War I, American teachers have found themselves in a less and less favorable economic position. Their salaries have remained relatively fixed. Their cost

of living has gone up. The purchasing power of their incomes has declined.

"According to the Research Division of the National Education Association and the U. S. Office of Education, the average salary of teachers, supervisors, and principals throughout the country has risen from $1441 in 1939-40 to $1550 in 1942-43, an increase of 7.5 per cent. According to figures from the U. S. Bureau of Labor Statistics covering the months comparable to the school year, the cost of living has jumped from an average index of 100 for 1939-40 to 121 for 1942-43, a rise of 21 per cent. The lag of teachers' salaries behind the cost of living represents 'a hidden salary cut' of about 11 per cent since 1939-40.

"By vigorous support of price control and other necessary wartime econmic measures, teachers can protect the purchasing power of their present salaries and savings."

Eightfold Increase In Emergency Permits

WASHINGTON — Eight times as many war emergency teaching permits were issued by State departments of education this year as last, as shown in a study released by the U. S. Office of Education. Issuance of such emergency permits was one of the steps taken by State departments to meet the growing shortage of teachers and at the same time safeguard the standard of regular teaching certificates.

Professional requirements for emergency permits are lower than requirements for regular certificates, and vary from State to State. In some States no requirements are specified, but are determined by need. In others, high-school graduation is sufficient training for a permit. Thirty States require some prior college work, ranging from three States which ask for less than one-half year's work to two which demand three years or more.

Permits issued in 1942-43 totaled 38,285, as compared with 4,655 issued in 1941-42 and 2,305 in 1940-41.

Navy Men Included On Student Council

MEDFORD, MASS.—In an effort to integrate more closely the Navy and civilian student life on the campus, Tufts College announced that the 1,000 Navy men will be represented on the student council. While details of the reorganization of the council are still being studied, it is expected that Navy students will have an equal voice on the council which in the past concerned itself with nearly every phase of extra-curricular and social life on the campus. The student council also was charged with the supervision of all class and honorary society elections.

Counseling Intensified At Colgate University

HAMILITON, N. Y.—With the average age of its civilian students nearly a year below what it was in the pre-war period, Colgate University has intensified its counseling program with increased attention to non-scholastic as well as scholastic guidance.

The freshman program of studies, formerly rigid, has been modified to meet the needs of the individual. Under the direction of Dr. Howard B. Jefferson, assistant dean, the status of each entering student relative to military service is studied and a program suggested to fit the individual's needs. Classes are kept small and twenty faculty members are serving as preceptors to counsel with the students on scholastic problems.

The university is also giving close attention to student life outside the classroom, and for the first time in recent years, faculty members live with the men in their dormitories and eat with them in their boarding club.

Sit-Down Saves Portable School

CHICAGO—Eleven mothers and twenty-five children, followed by a considerable number of dogs, gathered at a northwest side portable school, enjoyed a picnic lunch and the women sat down to a bridge game.

The formidable group forced the withdrawal of several workmen, who had arrived to dismantle the building on orders of an economy-minded Board of Education.

The sitters disbanded only after a police squad decided to let the Board of Education redecide its decision.

N. E. Private Schools Gain But Some Are Casualties

Contrary to predictions, New England's independent elementary and secondary schools reopened for 1943-44 with heavy enrollments.

In the immediate neighborhood of Boston, several headmasters have reported their registrations "overflowing," "at record peak," or merely "wonderful."

At the same time, a few schools, principally small institutions, have been compelled to close. The Ashburnham School for Boys, near Fitchburg, was hit by its isolated geographical situation. Lebanon Academy in Maine fell victim to the teacher shortage. Other casualties include the Meredith School in Meredith, N. H., Stoneleigh Junior College in Rye, N. H.; the Carleton Parker School in Williamstown, Passe School in Kendall Green and the Stuart School in Boston.

Materials, labor and food are scarce for the schools as well as for other community enterprises. Teachers from private schools, as well as from public schools, put on uniforms or went into war plants. Several of the more famous private schools in this area have lost their headquarters to the Army. Money is short in many "fixed income" private school families, once swollen living costs and taxes are paid.

Forseeing a challenge to their very life, the schools have been blue-printing financial economies, have kept their fees at customary levels. There has been considerable defensive talk about their roles as laboratories for development of those educational improvements which eventually filter into public school systems.

But nothing so ponderous seems to have promoted the current, unexpected upsurge.

Programs of acceleration established by the boys' preparatory schools have evidently attracted parents eager to have their boys complete high school work before their 18th birthdays bring induction into military service. Phillips Exeter, Belmont Hill, Browne and Nichols and Phillips Andover are among the secondary schools where adolescents are studying 12 months a year. Pre-military courses have been added to regular curricula.

Providence High Schools Show Marked Drop

PROVIDENCE, R. I.—School Superintendent James L. Hanley reported recently that between 300 and 400 pupils, roughly 6.3 per cent, failed to enroll in the three upper grades of high school because they prefer jobs in war industries.

The total slump in senior high school registration, Dr. Hanley revealed, amounted to 16.3 per cent of last year's classes. While late enrollments may add another 150 students to classes in the four city high chools, the figures show a continuation of a downward trend started in 1938. Dr. Hanley says that war jobs and the birth rate slump of the 1920's are jointly responsible.

Ten years ago Providence had about 7,000 pupils in its senior high schools, and at the peak in 1938 more than 8,000 were attending classes. The total for the new school year probably will not pass 5,500.

N. E. English Teachers Hold Boston Meeting

BOSTON—The annual fall meeting of the New England Association of Teachers of English will be held on November 26-27 at the Hayden Memorial Building, Boston University College of Business Administration, 685 Commonwealth Avenue, Boston. The theme of the meeting, *English for One World*, will be of interest to English teachers in the junior high school, the secondary school, and college. Among the speakers will be Mr. Haldore Hanson, of the Department of State Washington, D. C., formerly a teacher of English in China; Dr. Stephen A. Freeman, Vice-president of Middlebury College, Middlebury, Vermont; and Mr. Eric Underwood, who served under Prime Minister Winston Churchill at the Admiralty and under Lloyd George at the Ministry of Munitions. Mr. Underwood will give reminiscences of authors. Mr. Julius E. Warren, Commissioner of Education, Commonwealth of Massachusetts, will be discussion leader. The luncheon and dinner meetings will be held at Hotel Kenmore. Further details of the program may be obtained from Miss Hortense Harris, Head of the Department of English, Gloucester High School, and President of the New England Association of Teachers of English.

Radio Programs Approved For Credit

NEW YORK—For the first time in the history of broadcasting, the Board of Education of New York City has approved for full credit two courses for teachers based on radio programs, it was announced by James Rowland Angell, NBC public service counsellor.

The programs thus honored are "Lands of the Free" and "Music of the New World," both presentations of the NBC Inter-American University of the Air.

Recognition for these programs follows a six-month experimental period during which both courses were accredited as approved In-Service courses for teachers but without credit. Under today's approval, teachers satisfactorily completing these courses will get full credit toward annual salary increments.

"Lands of the Free" is a historical series dealing with the growth and development of the American nations and is broadcast over NBC Sundays at 4:30 p. m., EWT. "Music of the New World" is a series dealing with the growth of music in the Americas, featuring an orchestra under the direction of H. Leopold Spitalny, and is broadcast Thursdays at 11:30 p. m., EWT.

Maine School Children Being Fingerprinted

AUGUSTA, MAINE—Maine school pupils face an experience this year formerly known only to a few of their elders. Under a law passed by the last Legislature all pupils in Maine schools from the fourth grade up through high school must be fingerprinted. It's a mammoth job, which must be handled by already overworked State and local police and sheriff's departments. Just how the program will be handled is not clear, since the $10,000 appropriated is barely enough to care for the extra administrative expense of filing prints at State Police headquarters.

Police departments in larger communities will handle the work, but in smaller towns, sheriff's departments will be called upon. It has only been within the past three or four years that local police throughout the State have been equipped and trained in fingerprinting, through the initiative of the Maine Law Officers Association.

Most high school curricula have been fully transformed to a war basis, with upperclassmen slated for preinduction studies and athletics, and other courses designed to prepare boys and girls for war and some front service.

Continue Sports, Schools Advised

WASHINGTON — Federal Security Administrator Paul V. McNutt's National Committee on Physical Fitness has recommended that colleges, high schools, and all athletic organizations continue their sports program "as a mark of patriotism."

"It is the wish of the committee that those which have abandoned athletic activities because of momentary complications resume their program at the earliest possible date," a resolution adopted by the committee said.

Action on the resolution came after the committee heard reports on the value of competitive sports to men in the armed forces and decided an overall physical fitness program should include competitive sports despite shortages of personnel and facilities.

New York Schools Have Retirement Rush

NEW YORK—Five hundred and twenty teachers applied for retirement in the period between the closing of schools for the summer on June 30 and their reopening in September, Louis Taylor, secretary of the Teachers' Retirement Board, has revealed. This is the largest number of summer retirements in school history, exceeding by 170 the figure for the same period last year and being only 103 less than the entire number of applications for the twelve-month period ended June 30, Mr. Taylor said.

Officials at the Board of Education were undisturbed by the report. Retirements are not likely to cause a shortage of teachers in the city system this year, one said, because falling enrollments are causing the consolidation of many classes and eliminating many jobs.

A teacher completing thirty-five years of service is entitled to an annual pension of half his average salary for the last five years of service.

While some of the teachers retired to take war jobs paying better salaries, the majority left because they did not like their assignments, Mr. Taylor said. This is particularly true where teachers are assigned to "tough districts," he added.

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